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ABSTRACT

Procedures for individualizing inservice for special education personnel are outlined and described. Six steps are pictured in a flow chart and detailed in the text (sample substeps in parentheses): establish organized management (establish agency goals, prepare explicit job descriptions of personnel responsibilities); prepare and administer staff development profile (identify content, methodology, delivery); formulate training activities on the basis of the profile (establish training priorities for individuals, sections, and the agency); prepare staff development training modules (establish training objectives, secure training resources); conduct staff development (carry out large group activities and individual contracts, motivate staff); and evaluate the training (conduct a 6 month followup survey and prepare an annual report.) (CL)

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maximizing staff potential

an individualized approach to personnel development

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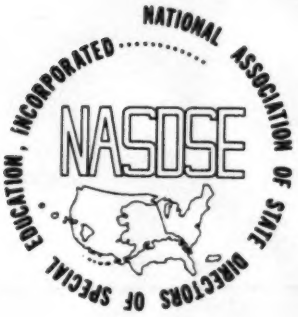

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PREFACE

One of the more exciting projects NASDSE has been involved with in recent years was the opportunity to conduct a "team management" seminar on working more effectively with groups and with group process, for the total special staff of the Maryland State Department of Education. In preparation for this seminar, we interviewed selected members of the staff including the assistant commissioner, the state director, coordinators, consultants, and secretaries.

During the interviews, we discovered a "contract" each staff member had with Dr. William C. McCarthy, the Consultant in Staff Development for the agency. On first impression, we assumed that this individualized inservice program would be resented by everyone concerned. However, in every case, we received favorable reactions to the program. Staff members each felt that "their" program was exactly what they needed to become more proficient in their position.

We were so impressed by this individualized approach to inservice training and by the staff reactions that we later asked Dr. McCarthy to develop this manual covering the basic process. It is hoped that this manual will prove useful to state education departments in providing meaningful inservice experiences for a total staff with wide divergence in experience and background. We believe that the manual also will prove useful to persons designing and providing inservice programs for staff in other than education agencies.

In addition to Dr. McCarthy's developmental work, we wish to acknowledge Bruce Boston, Fairfax, Va., for his constructive advice on early drafts, and Eileen M. Lavine, Bethesda, Md., for converting the manuscript into final published form.

James R. Galloway
Executive Director
NASDSE, Inc.

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FOREWORD

This publication presents approaches to staff development taken by the Maryland State Department of Education, Division of Special Education, in the belief that these approaches have universal applicability to different types and sizes of agencies. In Maryland, the program followed an extensive reorganization of the Division's structure in 1975. A new focus for services was instituted, bringing an accountability format to the issues of program development and fiscal management. The reorganization also created new working relationships among the staff members.

A critical factor in the reorientation of focus and the reorganization of working relationships was the creation of the position of Consultant in Staff Development,who was responsible for identifying the new skills required to implement the reorientation and development of training programs to bring these skills into reality.

The Division of Special Education employed 31 professionals and 18 secretaries. The procedures involved a task analysis of the job responsibilities; a determination of the underlying knowledge, technical skills, and human relations skills necessary to carry out the job tasks; and the development and implementation of training procedures designed to enhance the skills that were identified as priorities.

Reorganization is a difficult time for any agency. Because of good procedures, trust and involvement, staff morale was maintained and improved. The staff was able to set upon a purpose and see a way to develop their skills and strengthen their confidence in carrying out new assignments. New staff members were able to see clearly what was expected of them and eagerly began a staff development program that quickly enabled them to be contributing members of the agency.

As the Division of Special Education experienced positive results from the program, other Divisions within the State Department of Education adopted all or portions of the procedures. Eventually visible and active staff development was adopted throughout the entire Department.

These staff development procedures served us well in Maryland. They are presented with the hope that they will assist you in establishing your own procedures if you so desire. Take what you need from these ideas, modify and expand them to serve your own needs. Good luck.

William C. McCarthy, Ph.D.

OVERVIEW

Before entering into a staff development program, it is important for the planners to be realistically aware of what the program can and cannot accomplish. Staff development can:

- o improve the quality of the services delivered by the agency;
- o improve the skills of the individual staff members;
- o provide an excellent program for orientation and training of new staff members; and
- o improve the morale of the agency.

But--staff development cannot provide administrative direction and orientation to an agency that operates on "free floating priorities" (attention to the immediate crisis). Staff development cannot provide staff members with a sense of purpose if the administration has not set forth its goals to the agency and the public. Staff development is a support activity. It is an excellent procedure to assist in making this happen once the agency has decided what it wants to happen.

OUTLINE OF PROCEDURES

A. Establish Organized Management

A.1. Establish agency goals

A.2. Develop definitive statements of agency operations using an appropriate management system.

A.3 Prepare explicit job descriptions of personnel responsibilities.

B. Prepare and Administer Staff Development Profile

B.1 Identify from job descriptions:

(a) Knowledge required (Content)

(b) Technical skills required (Methodology)

(c) Human relations skills required (Delivery)

B.2. Organize and prepare Staff Development Profile

B.3. Administer profile to all staff members

B.4. Score the results of the profile

C. Formulate Training Activities on the Basis of the Profiles

C.1. Establish training priorities for individuals, sections, and the agency

C.2. Schedule staff development activities

D. Prepare Staff Development Training Modules

D.1. Establish training objectives to develop required skills

D.2. Secure training resources

D.3. Establish criteria for evaluation

E. Conduct Staff Development Training Activities

E.1. Carry out large group activities

E.2. Carry out individual contracts

E.3. Motivate staff to participate in training activities

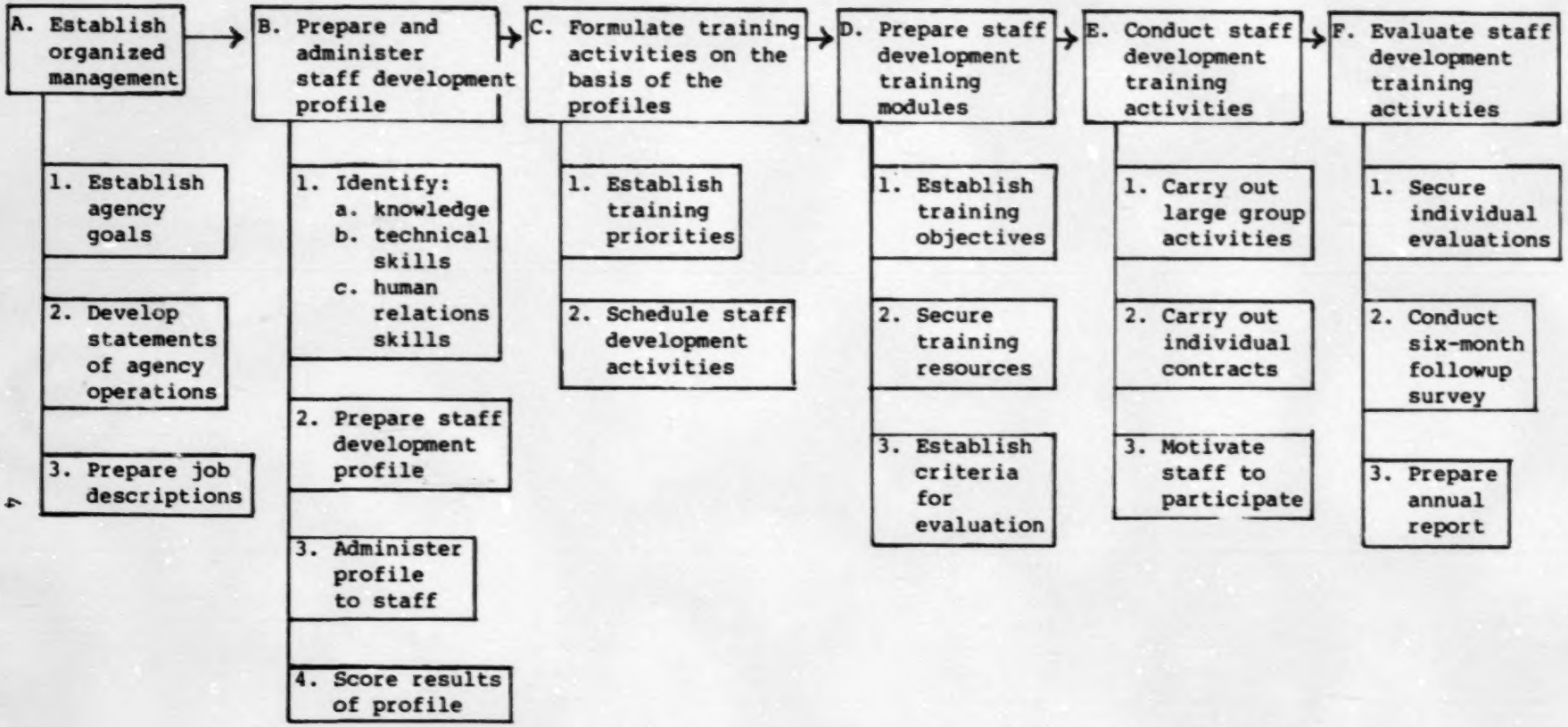
F. Evaluate Staff Development Training Activities

F.1. Secure individual evaluations

F.2. Conduct a six-month followup survey

F.3. Prepare an annual report of the Staff Development Program

These steps are shown in the flow chart on page 4. They are described in detail in the text, where they are keyed to the numbers above and in the flow chart for convenient reference. In the Appendix are sample forms used in Maryland for the State Development Profile Training Calendar, and Individual Contract.


A. Establish organized management
1. Establish agency goals
2. Develop statements of agency operations
3. Prepare job descriptions
B. Prepare and administer staff development profile
1. Identify:
a. knowledge
b. technical skills
c. human relations skills
2. Prepare staff development profile
3. Administer profile to staff
4. Score results of profile
C. Formulate training activities on the basis of the profiles
1. Establish training priorities
2. Schedule staff development activities
D. Prepare staff development training modules
1. Establish training objectives
2. Secure training resources
3. Establish criteria for evaluation
E. Conduct staff development training activities
1. Carry out large group activities
2. Carry out individual contracts
3. Motivate staff to participate
F. Evaluate staff development training activities
1. Secure individual evaluations
2. Conduct six-month followup survey
3. Prepare annual report

DEVELOPMENT OF PROCEDURES

A. Establish Organized Management

The activities at this phase must be considered prerequisites to formation of a staff development program. Clearly stated administrative direction, agency goals, and job responsibilities characterize a well-managed organization. They provide stability of purpose from which other activities can be launched. An organization that operates on a "putting out fires" or "squeaky wheel" principle continually changes assignments and expectations and sooner or later will experience morale problems. Thus the first step in planning a staff development program should be to establish an organized management system.

A.1. Establish Agency Goals

Each social service agency is established to respond to the needs of its constituency. Agencies must not lose sight of this purpose. It is important for the agency to be in touch with these needs which are reflected in a number of different arenas.

The community represents one of these constituencies. The community includes the general public who pay the taxes, the children served, the parents of these children, and the local government which legislates and budgets for special education purposes. Their input can be gathered in different ways. Obviously it is not possible to involve each member of the community directly. But advisory councils, interviews, and surveys are useful for obtaining representative opinions and concerns.

In Maryland, all of these vehicles for input and feedback were utilized. The Division of Special Education also secured the assistance of the National Association of State Directors of Special Education (NASDSE). NASDSE conducted a statewide survey of the opinions of special education teachers, administrators, parents, and the teacher trainers in the colleges and universities in Maryland. This survey revealed a great deal of information about appropriate direction and delivery systems for service.

State and federal legislation is also a valuable source of input for direction and programming. Ideally this must be viewed as a reflection of the wishes of the people. P.L. 94-142 mandated free appropriate educational services for all handicapped children. Specific procedures for the establishment and delivery of these services were included within the legislation and were expanded by the accompanying Rules and Regulations. Maryland state law reinforced this direction and added specific procedures unique to the state.

Further specificity is gathered through state and local administrative procedures. The procedures set forth by the Governor, Budget Department, and State Superintendent, and by local superintendents provide the final details in establishing the methods by which an agency shall operate. These authorities define the nature of committees, the structure for financing, procedures for payment, and boundaries for the services to be delivered by the state special education agency.

A.2. Develop Definitive Statements of Agency Operations Using an Appropriate Management System

Once the administrative direction has been established, statements of how the agency will implement this direction must be formulated. There are many management formats available to accomplish this. The administrative leader and the staff may have the prerogative to select a system most appropriate to their needs. The basic components of these systems are:

(a) A statement of philosophy that expresses the basic beliefs and rationale for the operation of the agency;

(b) Goals that represent the overall outcomes to which the agency aspires;

(c) Objectives that define specific outputs, that have timelines, and that can measure the agency's progress in achieving the goals;

(d) Activities reflecting specific behaviors that are assigned to individual staff members and that must be accomplished in order to meet the stated objectives.

In Maryland, we explored a number of different systems and formats, such as the American Management Association's Management by Objectives system, a Critical Path Management system, the Management System Format, and a Discrepancy Analysis system. As we moved from an Office of Special Education to a Division of Special Education, we adopted the Management System Format as a procedure that would best represent the operations of our organization.

A.3. Prepare Explicit Job Descriptions of Personnel Responsibilities

From the agency's operational plan, the organizational chart and individual job descriptions are developed. The organizational chart represents the relationships among the major operations of the agency. The job description designates a cluster of similar activities for an individual position. These activities were written (and discussed) in behavioral terms to communicate clearly the expectations for the individual functioning in that position. The job description also established performance standards (outcomes) by which that individual's work would be judged.

This may sound as though it would be threatening to the staff. Initially, it was. Close personal contacts and conferences between the agency leader and the staff are crucial at this time to explain the new procedures and job descriptions. Our staff became comfortable with the procedures and appreciated the specific and clear explanation of what was expected from them.

B. Prepare and Administer a Staff Development Profile

A unified staff approach must be developed to make the program work, with encouragement of staff involvement, input, and feedback. After all, it is the staff's improvement program. An initial meeting should be held to explain to the staff what is happening, what is anticipated for the future, and how they will benefit. Shortcuts on staff involvement will only become roadblocks later.

B.1. Identify from the Job Descriptions

(a) Knowledge Required (Content),

(b) Technical Skills Required (Methodology),

(c) Human Relations Skills Required (Delivery).

The trainer and a committee can do the preliminary work on preparing a staff profile. First, they must analyze both the agency work plan and the descriptions to determine the knowledge, technical skills, and human relation skills required to carry out the job functions.

Knowledge is considered the factual information necessary for the job. Technical skills refer to the general process or methods that deal with the broad functions of the agency, i.e., planning, evaluation, budgeting, and in-service training. Human relations skills relate to the inter-personal qualities that facilitate the delivery of services.

For example, a job description item such as "Prepare Title VI-D State Plan" can be expanded into three areas. The knowledge required is the federal law promulgating Title VI-D and the rules and regulations in support of the law. The technical skills required are planning and technical writing. The human relations skills would be group process skills needed in order to bring together and synthesize a number of different opinions so that a cohesive planning document can be prepared.

The committee may get sidetracked by trying to define whether a particular skill is a human relations skill or a technical skill. The differentiation is not that critical. Group consensus can determine where the particular skill should be categorized. The important thing is to be sure it is included somewhere within the profile.

B.2. Organize and Prepare Staff Development Profile

After the knowledge, technical skills, and human relations skills are organized and categorized, the first draft of the profile is prepared. Our material was organized as follows:

Knowledge

1.0 Programming for all Aspects of Special Education

2.0 State and Federal Special Education Laws

3.0 MSDE Organization and Functions

4.0 Division of Special Education Operations

5.0 MSDE Funding Procedures

6.0 Local Practices in Special Education Programming

7.0 Local Funding Procedures

Technical Skills

1.0 Planning

2.0 Evaluation

3.0 Finance and Budgeting

4.0 In-service Training

5.0 Technical Writing

6.0 Grantsmanship

7.0 Data Processing

Human Relations Skills

1.0 Individual Skills

2.0 Communication

3.0 Group Process

4.0 Decision making

5.0 Personnel Management

Each of these areas is further refined and presented in Appendix A. The categorization of these materials is not rigid or compulsory; it merely follows the logic of our committee. Other SEAs may wish to categorize knowledge, technical skills, and human relations skills differently.

The draft of the profile is sent back to the staff with the request to review it and to verify that the major components of their job descriptions are included. Followup meetings with the staff development consultant are arranged to discuss the profile individually. These meetings provide the opportunity to establish more trust and understanding in the program, to deal with individual anxieties, to verify that the functions critical to individual job performance are included, and to elicit suggestions for refining the profile. With the input and consensus of the staff, the final copy of the staff development profile is prepared.

A procedure for quantifying the material also has to be developed. We adopted ratings on a five-point Likert scale. The five points are: 1. none, 2. minimum, 3. moderate, 4. considerable, and 5. extensive.

The scale is applied to each of the items in the profile. (If the item is not applicable, it is dropped in the scoring.)

The procedures state that the staff member is to make two judgments for each item. One judgment, indicating the degree to which the individual feels that the item is required to carry out his/her job description, is placed in the "R" column (for Required). A second judgment, indicating the degree to which the individual feels he/she has achieved the item specified, is placed in the "A" column (for Achieved).

For example, a new staff member may be assigned to work with the LEAs on programming for severely and profoundly handicapped (SPH) children. That individual may indicate the following:

	R	A
Knowledge of Programming for SPH	4	4
Knowledge of State Laws in Spec. Ed.	6	2

The rating for knowledge of programming for SPH indicates that the individual feels his/her knowledge is equal to the knowledge required. The individual also feels that the job requires extensive knowledge of state laws, but that he/she has acquired only a minimal knowledge to date.

B.3. Administer the Profile to all Staff Members

A profile is sent to each staff member with the following directions:

1. Review the goals, objectives, and activities of the agency as indicated in the management system.

2. Review the individual job description.

3. For each item of the profile, indicate by using the five-point scale the extent you feel that the item is required (R) for your job.

4. For each item of the profile, indicate by using the five-point scale the extent to which you feel that you have achieved (A) that item.

5. Review the completed profile with your immediate supervisor to verify the ratings.

The profile and job functioning become the focus of a conference with the supervisor. IT PROVIDES A VEHICLE FOR BOTH SUPERVISORS AND SUBORDINATES TO COMMUNICATE AND ASSESS JOB EXPECTATIONS. Subsequent discussions can alter the ratings. The supervisor may feel that the particular item is less critical to the job. The supervisor may feel that the individual has acquired a greater degree of a required skill. This understanding is critical to managing the agency effectively.

6. The profile should be signed by the staff member and the supervisor and returned to the staff development consultant.

B.4. Score the Results of the Profile

In order to make the comparisons necessary to quantify the differences between the level of skill that an item requires (R) and the level of skill already achieved (A), the following procedures are utilized:

1. For each item subtract the achieved scores (A) from the required score (R) giving a discrepancy score. Example:

R	A	Discrepancy		Item
4	3	1	1.11	Intellectually limited
3	3	0	1.12	Special learning disabilities
3	5	-2	1.13	Emotionally handicapped, etc.

2. Eliminate all negative scores and N.A.s (not applicable) from the scoring.

3. Add the positive discrepancy points in each cluster.

R	A	Discrepancy		Item
4	3	1	1.11	
3	3	0	1.12	
[3	5	-2	1.13]	(Eliminate negative scores)
4	1	3	1.14	
[N.A.			1.15]	(Eliminate N.A.'s)
5	3	2	1.16	

6 Total Discrepancy Points

4. For each cluster of items add up the number of items considered in Step 3. In this case, the total is 4 (two were eliminated).

5. Divide the total discrepancy points (6) by the number of items considered (4), giving the average discrepancy points for the cluster (1.5). (See the staff development profile in Appendix A for further clarification of this procedure.)

6. The total discrepancy points and the average discrepancy points are summarized and transferred to a master sheet for each individual, each office, and the entire organization. An example of the master sheets used in Maryland to summarize the scores are in Appendix B.

C. Formulate Training Activities on the Basis of the Profiles

C.1. Establish Training Priorities for Individuals, Sections, and the Agency

The scoring sheets help in highlighting the largest discrepancies for the individual, the office, and the organization. Individual staff members review the data to verify the discrepancy areas. Do the data substantiate what they feel are areas of weakness? The data are then presented to the administrative leaders of the sections to verify discrepancy areas from their perspective, and to help establish priorities for staff development activities.

In Maryland, this process was completed through individual conferences between the consultant in staff development and each staff member, in which they discussed the discrepancies that had received the highest scores on that individual's profile. This dialogue provided an opportunity for the staff member to clarify his/her position regarding a perceived weakness and to provide some input on what should be done to overcome it. Trust is a critical component of the interaction. People will not talk about their weaknesses if they are doubtful or suspicious.

Conferences were also held with the administrative leaders of the various offices or sections. They were asked to review the data from their perspective as supervisors. Did they feel that improving the skills of their staff in the areas highlighted by the profiles would help to complete the tasks assigned to their units? What would they suggest in order to develop the necessary skills? What was the priority order for developing the skills? (The priorities of the Division are presented in Appendix C.)

C.2. Schedule Staff Development Training Activities

Staff development activities must relate in time and content to job performance. The management system documents should be reviewed to determine a timetable for job functions required from the staff. For example, state legislative activities might take place in January, budgets may be prepared in March, annual plans developed in May.

The calendar is then matched with the priority training needs of the staff. Because too much of the training is lost if the newly acquired skills are not transferred immediately to real situations, training activities should be scheduled immediately prior to performing the required job function.

We set up the list of priorities for developing new skills. Then we looked at the job functions to see whether the priority list was related to job performance occurring at a certain time of the year. Some of the skills were desired right away or even yesterday. Others could be synchronized with seasonal activities.

For those that were seasonal, we established a long-range training calendar. We did not want to spend time on the highest priorities of learning budgeting procedures, for example, when the job situation would not utilize these skills for another four months. We chose rather to hold off on that priority until one month before the staff would actually need the skills for job performance. (Appendix D shows how these activities were scheduled.)

D. Prepare Staff Development Training Modules

D.1. Establish Training Objectives to Develop Required Skills

The training objectives should be closely aligned to the statements of the job functions in the job descriptions. This relationship should be clearly visible to the staff. More explicitly, if the staff indicates large discrepancies in their knowledge required and knowledge acquired regarding the functioning of the State Legislature and its impact on local special education programs, then the objective of the training becomes "the attainment of a level of knowledge regarding the functioning of the State Legislature and its impact on local special education programs."

This objective can be specified further by such statements as "The participant will learn the names of key committee members," "The participant will learn the optimal procedure to develop bills," "The participant will learn the appropriate time to intervene in order to support or defeat a bill," etc.

The purpose of such specificity is to demonstrate to the staff that the training is relevant to their needs, that the time spent in training will be valuable, and that upon completion of the training their job functioning will be easier.

D.2. Secure Training Resources

Training resources can be secured from staff members with extensive skill in the subject area, from other members of the state Department of Education, from the broader educational community, and from private consultants. In Maryland, such training resources have been identified as the colleges and universities, the National Association of State Directors of Special Education, the Council for Exceptional Children, the Westinghouse Executive Training Program, and the State of Maryland Management Development Center. The Association for Staff Training and Development is a national professional organization of persons involved in staff development. A local chapter can assist in selecting resources.

These resources need not be expensive. We secured training schedules from management training firms such as the American Management Association. For individuals who would benefit from such training, we were careful to choose convenient times and locations. Westinghouse has a large operation close to our offices. A meeting was held with their director of training to work out an arrangement for some of our staff members to join the Westinghouse staff for their scheduled training sessions on management principles at cost. The State of Maryland Management Development Center offers courses at no cost to state agencies. They offered general management courses such as time management which we were able to utilize.

We discovered another resource in graduate students at the local college. An arrangement for supervision was worked out for two students who assisted in developing, compiling, and arranging training programs. The additional staff assistance was most welcome. Imagination, creativity, and resourcefulness can greatly enhance a staff development program.

The training activities also deserve special attention. The staff can be consulted regarding activities they feel will assist them in achieving their objectives: reading, field visits, lectures, experiential training, etc.

Our training session for legislation was held in our State Capitol in the chambers of the State Finance Committee. The instructors for the session were from the Department of Education's Legislative Liaison Office. During the session, we met the key delegates who handled special education matters and their assistants. We conducted a simulation of the development and passage of a bill in the Maryland Legislature. These activities proved to be quite effective in meeting our training objectives.

D.3. Establish Criteria for Evaluation

In this age of accountability, it is important to verify that what we do makes a difference. Staff development is no exception. It is important to set up criteria for evaluation during the planning period while you are working with the training objectives and the training resources. The evaluation must provide documentation of the effects of the staff development activities.

This process can prove to be very difficult and elusive. We found that we did not have the expertise, the resources, or the desire to conduct high-powered, statistically oriented evaluations. We did not want to put time and money into evaluation procedures requiring a factor analysis of the variables that influenced the organizational output in order to substantiate that staff development had a significant effect. It is a point of decision where the administrative leaders must determine the nature of the evaluation they desire and whether the agency has the skills to conduct such an evaluation or will employ outside consultants to assist in this effort.

The staff development evaluation procedures that we adopted were as follows:

1. Evaluate each training activity relevant to fulfilling the immediate training objectives;

2. Conduct a six-month followup study;

3. Prepare a report at the end of the year.

These procedures are discussed more fully in the section on Conducting the Evaluation Procedures.

It is critically important to remember that the evaluation, the development of training objectives, and the selection of training resources all have a valuable interplay. Training objectives must be clear and measur - able (or at least recognizable). Evaluation procedures must relate to the objectives and substantiate their impact. The training resources should know what is expected as outcomes of their teaching and by what procedures their effectiveness will be documented.

E. Conduct Staff Development Training Activities

E.1. Carry Out Large Group Activities

Trying to schedule training activities into a demanding workload calls for real talent and a sincere commitment from the entire staff, particularly the administrative leaders. The staff must feel free from pressures to be somewhere else rather than engaged in training for staff development.

We tried a number of approaches that were not effective. One or two hours at a staff meeting did not work for us. Nor did holding training in the office conference room. Interruptions from secretaries, phone calls, or other personal agendas could not be controlled. We finally determined that the training should be held outside of the working environment. We set aside blocks of time of at least half days and in some cases two entire days. Administrative leaders and staff learned to adjust their work schedule to accommodate the training periods.

We were able to locate several pleasant sites for training that were available at no cost: public libraries, administrative facilities of the local education agencies, or facilities of the state's colleges and universities. Aside from the usual problem of parking and projectors that didn't work, these usually worked out well.

E.2. Carry Out Individual Contracts

Large group training activities will not always meet individual needs. Personal conferences can determine needs that will not be met by other activities. New staff members in particular need a more individualized program.

We handled specific individual items through a contract. In conference, the staff member and the consultant determined the specific skill to be developed. Activities generated to support this objective included readings, studying pieces of legislation, field visits to special education facilities and diagnostic centers, and consultations with other staff members or external resource people. A time line was established for the completion of the activities. The staff member took the contract to the immediate supervisor to verify that these activities were appropriate and that the training activities would not interfere with work assignments. (A copy of the contract form that we used is in Appendix E.)

E.3. Motivate Staff to Participate in Training Activities

Everything that is planned for comes down to this moment. Hopefully, the motivation begins with the initial planning and involvement of the staff. Motivation must start with the trust and understanding that the program is an entire staff program. Everyone has had an opportunity for input and feedback. Everyone participates. The top administrative leader has filled out a profile, held a conference with the staff development consultant, and prepared an individual contract. Everyone should feel that it is his/her responsibility to improve skill levels.

We did use a few extra treats to provide recognition for the staff's involvement in staff development activities. A letter from the staff development consultant to the participant acknowledged successful completion of the training activity and indicated the objectives and the activities of the training. A carbon copy of this letter was placed in the individual's personnel file. Formal certificates

of completion were printed and awarded at staff meetings. It was interesting to observe that many staff members placed their certificates prominently on the walls in their offices. Another possibility worth pursuing is securing college credit or state education in-service credit for the training activities.

Motivation is so important to staff development that the staff must be aware of the value the activities have for them and should be given credit and recognition for their efforts.

F. Evaluate Staff Development Training Activities

The purpose of evaluation is to explore whether the training accomplished what it was supposed to accomplish and to establish whether the activities were effective and efficient. To this end we chose evaluation procedures which also reflected our needs, resources, and available time.

F.1. Secure Individual Evaluations

Since each training module was designed around training objectives and subobjectives, our evaluation merely had to search out whether these had been achieved. We devised an evaluation form that focused upon both content and methodology. Statements were enumerated regarding the acquisition of a knowledge or the development of a skill as well as the relationship to job functioning. For instance, "I can describe the Maryland Legislative process." "I can prepare the initial draft for a bill." "I can identify the key people necessary to facilitate the progress of a bill." "I can state the procedures for approval of a State Plan in Special Education."

Statements were also presented about the methodology utilized in the training. For example, "The lecture presentation of the instructor was informative and interesting." "The simulation assisted my understanding of the procedures."

The participants were asked to respond to these statements on a five-point scale: 1. Not at all, 2. Poor, 3. Fair, 4, Well or good, and 5. Quite well.

The quantification of these data began to provide documentation of our efforts.

Within these procedures, the subjectivity of the responses were acknowledged. However, we felt comfortable with the nature of the feedback, since our purposes were clearly subjective and focused upon the individual staff members. The feedback from these evaluations was used to further improve the receptivity, impact, and effectiveness of the following training activities.

F.2. Conduct a Six-Month Followup Survey

A six-month followup evaluation is useful to assess the carry-over of knowledge or skill into job functioning. Did the training sessions provide new behaviors that were subsequently used to improve performance on the job? The followup survey was conducted for each major training activity. The objectives, subobjectives, and the major points of the content were reproduced on a form. The staff members were asked if this material was being utilized in their job performance and to state examples of such use.

Staff members who were on individual contracts were asked if they found the

contracts useful and if the activities were relevant and productive. The supervisors were also asked to respond. Had they seen the results of the training manifested on the job, and if so, to cite examples? If they had not, we were concerned about what further methods could be employed to develop the particular skills in the future.

F.3. Prepare an Annual Report of the Staff Development Program

The report should include a summary of the year's activity, the results of the profile, the priorities for training activities, the evaluations, and the followup surveys.

The Staff Development Profile can also be given to the entire staff. The quantification then can serve two purposes. The first is as a posttest. Were there any decreases in the discrepancy points among critical items for the staff? What factors may have contributed to such a decrease? Hopefully, staff development training can be attributed as a significant factor.

The quantification can also serve a second purpose. It can become the data to stimulate the discussion and priorities for the forthcoming year's activities.

Any program that demands a good portion of time and energy has to present evidence to justify its existence. A well-prepared report should present positive information to substantiate the benefits from staff development activities.

Epilogue

Staff development can significantly improve the quality of the services offered by an agency. It must be clear to the staff that it is their program. They must be involved in the development and implementation of the training activities. Administrative support must be persistent. Staff development is a support activity, but a well-executed program can improve the morale of the staff and their skills in carrying out their job performance.

APPENDIX A

Staff Development Profile
(Adapted from Profile used in Maryland)

The performance of job responsibilities can be differentiated into four critical elements:

1. One must know what to do - relates to knowledge - information

2. One must know how to do it - relates to skill - proficiency

3. One must want to do it - relates to attitudes - motivation

4. One must be able to do it - relates to organizational support

In order to initiate an orderly approach to staff development, a Division of Special Education staff development profile has been prepared. This profile represents a core of knowledge, technical skills, and human relations skills that are necessary to function appropriately as an SEA staff member.

Follow these steps to complete the profile:

1. Review the entire profile.

2. Review your job description and job functions.

3. Mark the number from the 1-5 scale below in the "R" column to indicate the extent to which the knowledge or skill specified is required for your job performance.

1 - None 2 - Minimal 3 - Moderate 4 - Considerable 5 - Extensive

4. Mark the number from the same 1-5 scale in the "A" column to indicate the extent to which the knowledge of skill specified has been achieved.

5. Meet with your immediate supervisor to review your self-evaluation and develop consensus on the profile.

6. Return a copy to _____ (insert appropriate name).

7. Meet with staff development coordinator to develop a time line for staff development activities.

8. Periodically update your profile as you acquire new knowledge and/or skills. The discrepancy between required and acquired knowledge and skills will allow for variances in schedules and will employ a variety of materials and techniques, such as texts, audiovisual materials, lectures, conferences, workshops, individual tutoring, and group work.

KNOWLEDGE

1.0 Programming for All Aspects of Special Education

R*	A*	Dis.*	1.1 Knowledge of the learning characteristics of handicapping conditions
			1.11 Intellectually Limited
			1.111 Mild-Moderate
			1.112 Severe-Profound
			1.12 Special Learning Disabilities
			1.13 Emotionally Handicapped
			1.14 Visually Handicapped
			1.15 Communication Disorders - Deaf
			1.16 Physically Handicapped
			1.17 Multiple Handicapped

Total Discrepancy Pts.: _____
Divided by # of Items : _____
Equals Average Discrepancy Points : _____

*R = Required
A = Achieved
Dis. = Discrepancy

R	A	Dis.	1.2 Knowledge of Delivery Systems
			1.21 Mainstreaming - Least Restrictive Environment
			1.22 Itinerant Services
			1.23 Diagnostic - Prescriptive
			1.24 Resource Rooms
			1.25 Structured Learning Equipment
			1.26 Home and Hospital
			1.27 Day Care - Developmental Training - Precision Teaching
			1.28 State Institutions
			1.29 Nonpublic Programs - Instate Out-of-state

Total Discrepancy Pts.: _____
Divided by # of Items : _____
Equals Average Discrepancy Points : _____

1.3 Knowledge of the role of Special Education personnel providing services and Certification Requirements

R	A	Dis.	
			1.31 Supervisor of Special Education
			1.32 Principal
			1.33 Speech/Language Clinician
			1.34 Resource Room Teacher
			1.35 SLE Teacher
			1.36 School Psychologist
			1.37 Pupil Personnel Worker
			1.38 Vision Teacher
			1.39 Deaf Teacher
			1.40 Home and Hospital Teacher
			1.41 Severely & Profoundly Handicapped Teacher
			1.42 Aides

Total Discrepancy Pts.: _____
Divided by # of Items : _____
Equals Average Discrepancy Points : _____

2.0 State and Federal Special Education Laws

R	A	Dis.	
			2.1 State Laws and Mandates
			2.11 Raine Decree
			2.12 Bylaw 13.04.01.01
			2.13 Bylaw 13.09.01.02F
			2.14 Pending Legislation
			2.15 Transportation Laws
			2.16 Department of Health and Mental Hygiene Laws

Total Discrepancy Pts.: _____
Divided by # of Items : _____
Equals Average Discrepancy Points : _____

R	A	Dis.	2.2 Federal Laws
			2.21 ESEA - Title I, III, IV, VI
			2.22 Public Law 89-313
			2.23 Public Law 94-142
			2.24 Bureau of Education for the Handicapped Discretionary Grants
			2.25 Developmental Disabilities Act

Total Discrepancy Pts.: _____
Divided by # of Items : _____
Equals Average Discrepancy Points : _____

R	A	Dis.	3.0 MSDE Organization and Functions
			3.1 Office of Field Services
			3.2 Division of CUSP
			3.3 Division of Instruction
			3.4 Division of Instructional Television
			3.5 Division of Library Development Services
			3.6 Division of Vocational-Technical Education
			3.7 Division of Administration & Finance
			3.8 Division of Certification & Accreditation
			3.9 Division of REIS
			3.10 Division of Vocational Rehabilitation

Total Discrepancy Pts.: _____
Divided by # of Items : _____
Equals Average Discrepancy Points : _____

4.0 Division of Special Education Operations

R	A	Dis.	
			4.1 Administration Unit
			4.11 Assistant Superintendent
			4.12 Staff Development

Total Discrepancy Pts.: _____
Divided by # of Items : _____
Equals Average Discrepancy Points : _____

R	A	Dis.	
			4.2 Office of Program Development
			4.21 Program Development Section
			4.211 Federal Programs
			4.212 SPH Programs
			4.213 Teacher Inservice
			4.214 Resource Services
			4.22 Continuum Development Section

Total Discrepancy Pts.: _____
Divided by # of Items : _____
Equals Average Discrepancy Points : _____

R	A	Dis.	
			4.3 Technical Services Section
			4.31 Special Services Information System
			4.32 Early Identification Subsystem
			4.33 Information and Referral Services
			4.34 Direction Centers

Total Discrepancy Pts.: _____
Divided by # of Items : _____
Equals Average Discrepancy Points : _____

R	A	Dis.	
			4.4 Office of Program Administration
			4.41 Program Administration Section
			4.411 Program Planning
			4.4111 LEA Plan Procedures
			4.412 Program Analysis
			4.42 Institutional Programs
			4.421 Hearing Procedures

Total Discrepancy Pts.: _____
Divided by # of Items : _____
Equals Average Discrepancy Points : _____

5.0 Maryland State Department of Education Funding Procedures

R	A	Dis.	
			5.1 MSDE Budget Allocations
			5.2 Division of Special Education Budget Allocations
			5.21 Office of Program Development Budget
			5.22 Technical Services
			5.23 Office of Program Administration
			5.24 Procedure for Division of Special Education Expenditures

Total Discrepancy Pts.: _____
Divided by # of Items : _____
Equals Average Discrepancy Points : _____

R	A	Dis.	5.3 State Aid for the Handicapped
			5.31 General Aid - Block Grant
			5.32 Excess Cost
			5.33 Home and Hospital Funding

Total Discrepancy Pts. : _____
Divided by # of Items : _____
Equals Average Discrepancy Points : _____

R	A	Dis.	5.4 Title VI-B and Title VI-D
			5.41 State Allocations
			5.42 State Priorities
			5.43 RFP Procedures
			5.5 Other funding sources

Total Discrepancy Pts.: _____
Divided by # of Items : _____
Equals Average Discrepancy Points : _____

R	A	Dis.	6.0 Local Practices in Special Education Programming
			6.1 Local County Government
			6.2 Local School Board
			6.3 Local Administrative Personnel
			6.4 Local Approaches to Deliver Services

Total Discrepancy Pts.: _____
Divided by # of Items : _____
Equals Average Discrepancy Points : _____

R	A	Dis.	7.0 LEA Funding Procedures
			7.1 LEA Special Education Budget Allocations
			7.11 County Allocations
			7.12 State Aid Allocations
			7.13 Federal Funds

Total Discrepancy Pts.: _____
Divided by # of Items : _____
Equals Average Discrepancy Points : _____

R	A	Dis.	7.2 LEA Budget Procedures
			7.21 Special Education Budget Procedures
			7.22 LEA Education Procedures
			7.23 LEA Government Procedures

Total Discrepancy Pts.: _____
Divided by # of Items : _____
Equals Average Discrepancy Points : _____

TECHNICAL SKILLS

R	A	Dis.	1.0 Planning
			1.1 Prepare Goals and Statements
			1.2 Conduct Needs Assessment
			1.3 Prepare Objective Statements
			1.4 Assign Priorities
			1.5 Line out Critical Activities
			1.6 Assign Budget Costs to Activities
			1.7 Design an Evaluation

Total Discrepancy Pts.: _____
Divided by # of Items : _____
Equals Average Discrepancy Points : _____

R	A	Dis.	2.0 Evaluation
			2.1 Establish appropriate, measurable criteria
			2.2 Design the process for evaluation
			2.3 Utilize appropriate data
			2.4 Differentiate factors contributing to outcomes
			2.5 Provide interpretation based on evaluative process
			2.6 Provide programs for action from results of evaluation process
			2.7 Conduct Program Audits based on evaluative criteria

Total Discrepancy Pts.: _____
Divided by # of Items : _____
Equals Average Discrepancy Points : _____

R	A	Dis.	3.0 Finance Budgeting
			3.1 Analyze appropriate budget sheets (federal, state, and local)
			3.2 Identify line items
			3.3 Calculate accurately program costs
			3.4 Prepare and calculate cost effectiveness reports
			3.5 Conduct fiscal audits of special education programs

Total Discrepancy Pts.: _____
Divided by # of Items : _____
Equals Average Discrepancy Points : _____

R	A	Dis.	4.0 Inservice Training
			4.1 Design needs assessment instrument for LEA Training Needs
			4.2 Establish priorities for training
			4.3 Identify resources for skill training
			4.4 Develop programs for skill development
			4.5 Identify evaluative criteria to demonstrate attainment of skills

Total Discrepancy Pts.: _____
Divided by # of Items : _____
Equals Average Discrepancy Points : _____

R	A	Dis.	5.0 Technical Writing
			5.1 Write clearly and concisely
			5.2 Prepare uncluttered graphs to display information
			5.3 Identify technical requirements for reports and grants

Total Discrepancy Pts.: _____
Divided by # of Items : _____
Equals Average Discrepancy Points : _____

R	A	Dis.	6.0 Grantsmanship
			6.1 Locating available sources of funding
			6.2 Analyzing eligibility of funds
			6.3 Writing proposals specific to guidelines

Total Discrepancy Pts.: _____
Divided by # of Items : _____
Equals Average Discrepancy Points : _____

R	A	Dis.	7.0 Data Processing
			7.1 Basic understanding of Data Processing
			7.2 Prepare appropriate requests for Data Processing Programs
			7.3 Read Data Processing reports for pertinent information

Total Discrepancy Pts.: _____
Divided by # of Items : _____
Equals Average Discrepancy Points : _____

HUMAN RELATIONS SKILLS

R	A	Dis.	1.0 Individual Skills
			1.1 Self-awareness
			1.11 Awareness of physiological responses
			1.12 Awareness of emotional responses
			1.13 Awareness of psychological needs
			1.2 Awareness of the effects I have on others
			1.3 Awareness of the effects others have on me
			1.4 Self-Management
			1.41 Management of physiological responses
			1.42 Management of emotional responses

Total Discrepancy Pts.: _____
Divided by # of Items : _____
Equals Average Discrepancy Points : _____

R	A	Dis.	2.0 Communication Skills
			2.1 Listening for content
			2.2 Receiving accurate content messages
			2.21 By listening
			2.22 By observation
			2.3 Receiving accurate affective messages
			2.4 Sending accurate content messages
			2.5 Sending accurate affective messages
			2.6 Recognizing barriers to communication
			2.61 Ordering
			2.62 Admonishing
			2.63 Moralizing
			2.64 Criticizing
			2.65 Ridiculing

Total Discrepancy Pts.: _____
Divided by # of Items : _____
Equals Average Discrepancy Points : _____

R	A	Dis.	3.0 Group Process
			3.1 Establish a non-threatening atmosphere
			3.2 Achieve personal definition of role in a group
			3.3 Awareness of group interactions
			3.4 Skill to successfully confront
			3.5 Bring about group closure

Total Discrepancy Pts.: _____
Divided by # of Items : _____
Equals Average Discrepancy Points : _____

R	A	Dis.	4.0 Decision-making Process
			4.1 Conduct situational analysis (define parameter of the problem)
			4.2 Outline available options
			4.3 Insure total group participation
			4.4 Facilitate consensus toward agreement on one option
			4.5 Bring about group closure

Total Discrepancy Pts.: _____
Divided by # of Items : _____
Equals Average Discrepancy Points : _____

R	A	Dis.	5.0 Personnel Management Skills
			5.1 Define job function and responsibilities
			5.2 Strengthening the supervisory relationship
			5.3 Leadership patterns and practices
			5.4 Reviewing job progress and practices
			5.5 Delegation
			5.6 Initiate self-directed self-development

Total Discrepancy Pts.: _____
Divided by # of Items : _____
Equals Average Discrepancy Points : _____

APPENDIX B

Staff Development Summary of Average Discrepancy Points By Staff Members

	Various Staff Members					
	1	2	3	4	5	6
1.0 Programming in Special Education						
1.1 Learning Characteristics						
1.2 Delivery Systems						
1.3 Role of Personnel						
2.0 Legislation						
2.1 State						
2.2 Federal						
3.0 MSDE Operations						
4.0 Division of Special Education Operations						
4.1 Administration						
4.2 Office of Program Development						
4.3 Technical Services Section						
4.4 Office of Program Administration						
5.0 MSDE Funding						
5.1 MSDE						
5.2 Division of Special Education						
5.3 State Aid						
5.4 VI-B-D						
6.0 LEA Programming						
7.0 LEA Funding						

Technical Skills

Various Staff Members

	1	2	3	4	5	6
1.0 Planning						
2.0 Evaluation						
3.0 Finance Budgeting						
4.0 Inservice Training						
5.0 Technical Writing						
6.0 Grantsmanship						
7.0 Data Processing						

Personal Skills

Human Relations

1.0 Individual Skills						
2.0 Communication						
3.0 Group Processing						
4.0 Decision Making						
5.0 Personnel Management Skills						

Total of Average Discrepancy						

APPENDIX C

Priorities for Staff Development By Section

Technical Services Section

Knowledge

1. Maryland State Department of Education Funding
2. Division of Special Education Funding
3. State and Federal Legislation
4. LEA Programming
5. Program Administration
6. Federal Funding
7. LEA Funding

Technical Skills

1. Evaluation
2. Budget and Finance
3. Data Processing
4. Planning

Human Relations Skills

1. Group Process
2. Communication Skills

Program Development Section

Knowledge

1. State Legislation
2. Federal Legislation
3. Program Administration
4. State Aid
5. Division of Special Education Funding
6. LEA Programming
7. LEA Funding

Technical Skills

1. Budget and Finance
2. Data Processing
3. Grantsmanship

Human Relations Skills

1. Group Process
2. Communication Skills

Program Administration Section

Knowledge

1. Federal Funding
2. LEA Programming
3. Federal Legislation
4. State Legislation
5. Technical Services Section
6. State Aid Budget

Technical Skills

1. Budget and Finance
2. Grantsmanship

Human Relations

1. Decision Making
2. Personnel Management Skills
3. Group Process

APPENDIX D

Staff Development Calendar

	SEA Job Functions	Necessary Training: Knowledge	Technical Skills	Human Relations
September		Funding		Communication Skills
October		Program Exchange -Program Development, Program Administration, Technical Services	Auditing Cost Effectiveness	
November	Auditing; Cost Effectiveness	Legislation State and Federal		
December				
January	State Legislation	MSDE Budget	Budgeting	Group Process
February		Planning System Format	Planning: Inter-Dept. Statewide (LEA)	
March	MSDE Budget	LEA Budget		
April	Comprehensive Plans Developed		Evaluation	
May	LEA Budget Developed			
June	Comprehensive Plans Submitted; Staff Development Profile Posttest			

APPENDIX E

Staff Development Individual Contract

Objectives — Date Completed

1.

2.

3.

4.

Activities

1.A.

B.

C.

D.

2.A.

B.

C.

D.

3.A.

B.

C.

D.

4.A.

B.

C.

D.

Signatures:

_____ _____

Evaluation:

_____
(date)

Objectives

1. 1 . . . 5
2. 1 . . . 5
3. 1 . . . 5
4. 1 . . . 5